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ABSTRACT

In the San Jose/Evergreen Community College District, course and basic skills prerequisites have been established for all courses. Students who do not have a record of having completed these prerequisites cannot enroll unless they have been assessed by a counselor, have had their prerequisites verified in alternate ways, and have been granted override status for enrollment. In spring 1988, 6,261 overrides were granted based on completion of equivalent coursework, instructor evaluations, life experience, previous degrees, and other reasons. A study was conducted to compare the academic success of students who had completed all course and basic skills prerequisites with that of students who had enrolled on override status. Study findings included the following: (1) 65% of the students who had completed all course and basic skills prerequisites (N=38,583) received an A, B, C, or CR grade, compared to 57% of those who entered on override status; (2) 67% of the students who were granted override status on the basis of life experience received a C or higher, as did 60% of those who documented completion of previous coursework and 59% of those with previous degrees; (3) the greatest proportion of A and B grades were achieved by students with an override based on life experience, while students who were granted override on the basis of their word that the prerequisite was satisfied had the lowest success rate; and (4) the counselor with the highest percentage of successful students among his/her students (81%) used strictly life experience overrides. Study findings supported the conclusion that counselors who strictly enforce prerequisites, evaluate relevant life experiences, and use documented evidence of previous course work can place students effectively. (AAZC)

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COUNSELOR ASSESSMENT AND STUDENT SUCCESS

by

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District Dean of Academic Standards
San Jose/Evergreen Community College District

October 15, 1988

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Institutional Research Report #73

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ABSTRACT

Counselor Assessment and Student Success

by Jon Alan Kangas, Ph.D.
San Jose/Evergreen Community College District (SJ/ECCD)
October 15, 1988

In 1985, all courses in the SJ/ECCD had course and basic skills prerequisites as appropriate. A computerized prerequisite checking system kept track of all students who met prerequisites and all override codes given by counselors.

The California Community College Matriculation Plan and Title 5 regulations state that multiple assessment measures are needed in the placement of students. Counselor assessment is considered a key assessment in this process. This research examines the question: Does counselor assessment relate to student success?

The success rate of 65% for all students meeting both course and basic skills prerequisites (N = 38,583) for Spring 1988 was tabulated, as was the success rate of 57% for students assessed by counselors (N = 6261). Success was defined as receiving a grade of A, B, C, or CR.

Codes used included: PD = Previous degree; LX = Life experience; ET = Existing transcript; EC = Existing coursework; ES = Existing test score; IE = Instructor evaluation; OT = Old test score; SE = System error; SO = Some other reason; and SW = Student word.

The results were as follows:

1. The most consistent predictor of course success over large numbers of students at 65% (N=38,583) was completion of course and basic skills prerequisites.

2. A most significant finding was that counselor judgment, at its best, can relate to high success.

   An 81% success rate for 21 students resulted from exclusive use of Life Experience by one administrator.

   One counselor, relying heavily on instructor evaluation and personal, instructional knowledge of ESL courses, achieved a 66% success rate for 100 students. Another at 66%, following prerequisites very carefully, used a wide range of codes.

   Eleven (11) counselors out of 34 (32%) who gave 2,193 override codes to a broad range of new and continuing students achieved success rates at or above 60%. Twenty-nine (29) of 34 (85%) were at or above 50%. Five (5) of 34 (15%), however, were below 50%.

3. Life Experience (67%, N = 125) in related work areas, documented completion of previous coursework (60%), and possession of previous degrees (59%) were the next best predictors of success.

4. When an SO (some other reason) code was used to substitute for a prerequisite, a 55% success rate resulted; when an SW (student's word) code was used, a 51% success rate resulted.

5. Old Davis Reading Test Speed Scores had a 67% (N = 15) success rate, giving hope that test scores can relate to high success.

6. The greatest proportion of A and B grades were achieved by students with Life Experience Override Codes (21% and 30%, respectively); students with Previous Degree Override Codes achieved 24% and 16%, respectively. Students meeting prerequisites achieved 16% A's and 15% B's.

Counselors who strictly enforce prerequisites, use a careful evaluation of relevant life experience, and rely on documented evidence of previous coursework can achieve levels of success as high or higher than that of students who meet all prerequisites within the district.

Inservice training by counselors who have high success rates for particular override codes will be used to help train other counselors. Further research will evaluate the results.

COUNSELOR ASSESSMENT AND STUDENT SUCCESS

by
Jon Alan Kangas, Ph.D.

I. Background

A. In 1985, the San Jose/Evergreen Community College District began its Computerized Prerequisite Checking System. All courses in the district were given course and basic skills prerequisites appropriate to the course. Students who did not have a record of those prerequisites in the district's computer could see a counselor and have their prerequisites verified or established in alternative ways. Counselors would give override codes for a particular course to explain the way in which the prerequisite had been met.

B. All California Community Colleges have begun a mandated matriculation process which includes assessment, orientations, counseling, and follow-up of students. We have been advised to use multiple means of assessment in making placement decisions rather than relying on a single test score. Counselor evaluation and judgment have been suggested as important additions to the process of assessing and placing students.

C. The current research has looked at the 6,261 override codes given at San Jose City College and Evergreen Valley College during Spring 1988, the code used, the counselor who used the code, and the success of the student in the course for which he/she was given the override code.

These success rates for counselors were compared to the success rates of all students district-wide who met prerequisites (N = 38,583), excluding students who received codes.

D. The goal of the project was to discern which override codes were associated with the highest and lowest success rates and to discover which counselors had strategies for the use of codes leading to the highest levels of student success. The counselors with high success rates will be asked to share their strategies during inservice training sessions with other counselors.

E. The definition of the override codes used was as follows:

EC Equivalent coursework completed
EP Experimental purposes (research, etc.)
ER Discrepancy between computer/student (Error).
ES Existing test score, not in system
ET Equivalent work seen on transcript
IE Instructor evaluated student as eligible
LX Life experience meets prerequisites
OT Other test, e.g., old Davis score or other test score that relates to our curriculum
PD Previous degree
SE System error. Student is OK/DP not OK
SM Student OK. Course name was changed.
SO Some other reason. Note reason on Program Planning form
SW Student's word he/she is eligible

II. Success by Override Code

A. Success for the purposes of this study was defined as a student's receiving a grade of A, B, C, or CR.

The success rate for all students in the district who met all their prerequisites (excluding those who were given override codes) was 65%.

The success rate for students with different override codes averaged 57% and ranged from 37% to 67%.

The following table and graph indicate the number and percentage of students who succeeded for each kind of override code given. The flat line across the graph indicates the success rate of 65% for all students who met all prerequisites district-wide (excluding counselor overrides).

TABLE 1

SUCCESS RATE BY CODE

	A'S		B'S		C'S		D'S		CR'S		F'S		W'S		I'S		NC'S		TOTAL**		SUCC*	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
EC :	105	16%	124	19%	120	18%	31	5%	54	8%	39	6%	165	25%	10	1%	21	3%	669	100%	403	60%
EP :	0	0%	14	30%	1	2%	0	0%	2	4%	6	13%	13	28%	3	7%	7	15%	46	100%	17	37%
ER :	0	0%	1	33%	0	0%	0	0%	1	33%	0	0%	1	33%	0	0%	0	0%	3	100%	2	67%
ES :	14	6%	28	12%	35	15%	16	7%	42	18%	13	6%	79	33%	0	0%	9	4%	236	100%	119	50%
ET :	190	16%	213	18%	198	17%	60	5%	94	8%	60	5%	293	25%	19	2%	38	3%	1165	100%	695	60%
IE :	170	13%	200	16%	163	13%	56	4%	214	17%	53	4%	336	27%	15	1%	57	5%	1264	100%	747	59%
LX :	26	21%	37	30%	15	12%	5	4%	6	5%	4	3%	26	21%	5	4%	1	1%	125	100%	84	67%
OT :	2	13%	3	20%	0	0%	1	7%	5	33%	1	7%	3	20%	0	0%	0	0%	15	100%	10	67%
PD :	21	24%	14	16%	8	9%	4	5%	8	9%	8	9%	19	22%	4	5%	0	0%	86	100%	51	59%
SE :	18	23%	11	14%	4	5%	2	3%	18	23%	2	3%	17	22%	0	0%	6	8%	78	100%	51	65%
SM :	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
SO :	193	11%	278	16%	265	15%	93	5%	209	12%	105	6%	476	28%	16	1%	80	5%	1715	100%	945	55%
SW :	112	13%	136	16%	133	15%	46	5%	59	7%	48	6%	284	33%	12	1%	29	3%	859	100%	440	51%
TOTAL	851	14%	1059	17%	942	15%	314	5%	712	11%	339	5%	1712	27%	84	1%	248	4%	6261	100%	3564	57%
DIST PRQ MT+	7294	16%	6667	15%	5211	12%	1553	3%	9402	21%	1478	3%	10840	24%	461	1%	1938	4%	44844	100%	28574	64%
DIST PRQ MT-	6443	17%	5608	15%	4269	11%	1239	3%	8690	23%	1139	3%	9128	24%	377	1%	1690	4%	38583	100%	25010	65%

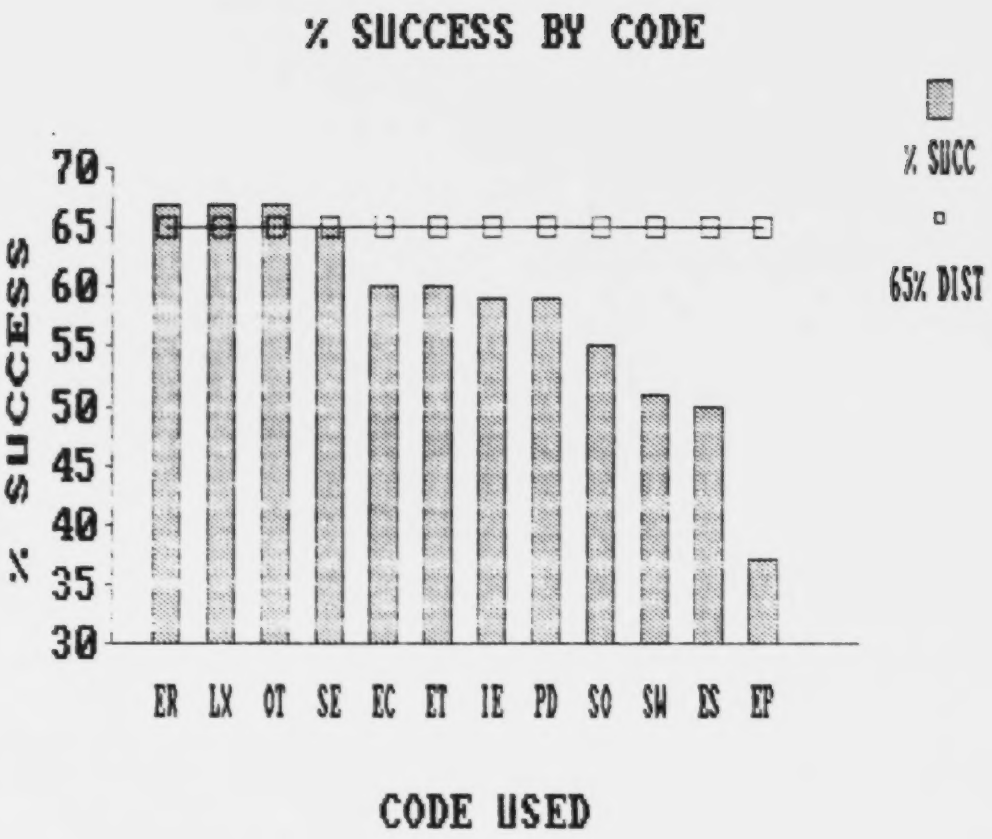
*Succ = A + B + C + CR grades; "no grades" not included in calculations

**Totals in previous reports included overrides given for Reading, Writing, and Math levels and for students who received no grades

+Total of all students who met prerequisites district-wide. Includes all students who were given override codes by counselors.

-Total of all students who met prerequisites district-wide minus (-) those who had override codes.

GRAPH 1


% SUCCESS BY CODE
% SUCC
65% DIST
% SUCCESS
70
65
60
55
50
45
40
35
30
ER LX OT SE EC ET IE PD SO SW ES EP
CODE USED

B. Comments

LX code: The overall success rate of 67% for the Life Experience code was a delightful surprise. This assessment was often done by faculty in areas such as electronics, laser, computer technology, and math, as well as by faculty and counselors in other areas. Previous work experience related to a given course seems to be a good predictor of success.

OT code: Old test scores are typically Davis Reading Test Speed scores and are related to the higher levels of success, at 67%.

SE code: This code indicates that the student has a record of meeting prerequisites, but that the computer does not seem to recognize it. The system error usage matched the district success rate at 65% for students meeting all prerequisites.

EC code: 60% of students succeeded who had equivalent coursework in the district.

ET code: 60% of students succeeded who had prerequisites met by way of a transcript from another school indicating that a course equivalent to the prerequisite had been passed.

IE code: 59% of students were successful who met their prerequisite by way of an instructor evaluation.

PD code: 59% of students with previous degrees succeeded at their coursework.

SO code: Nearing the chance range, 55% of students were successful who met their prerequisite for "some other" reason.

SW code: Taking the "student's word" about whether they met prerequisites resulted in a 51% success rate.

ES code: This code is supposed to be used when an existing test score is seen by a counselor that qualifies a student for a course. It has often been used for other reasons and also has experienced the highest error rate in its appropriate use. The 50% success rate of students is a reflection of this situation. When this code is used strictly and accurately to reflect existing test scores, it should give a good general picture of successfulness related to test scores.

EP code: This code was used in error 17 times since there were no experimental groups used during this semester.

SM code: This code, indicating a problem with the system master file, was not used.

ER code: With an N = 2, the overall 67% rate of this code, indicating a discrepancy between the computer transcript and paper transcript, is not meaningful.

In general, the codes related to past performance, such as job duties (LX) and previous documented coursework and degrees (ET, EC, PD), were the most highly and consistently associated with success.

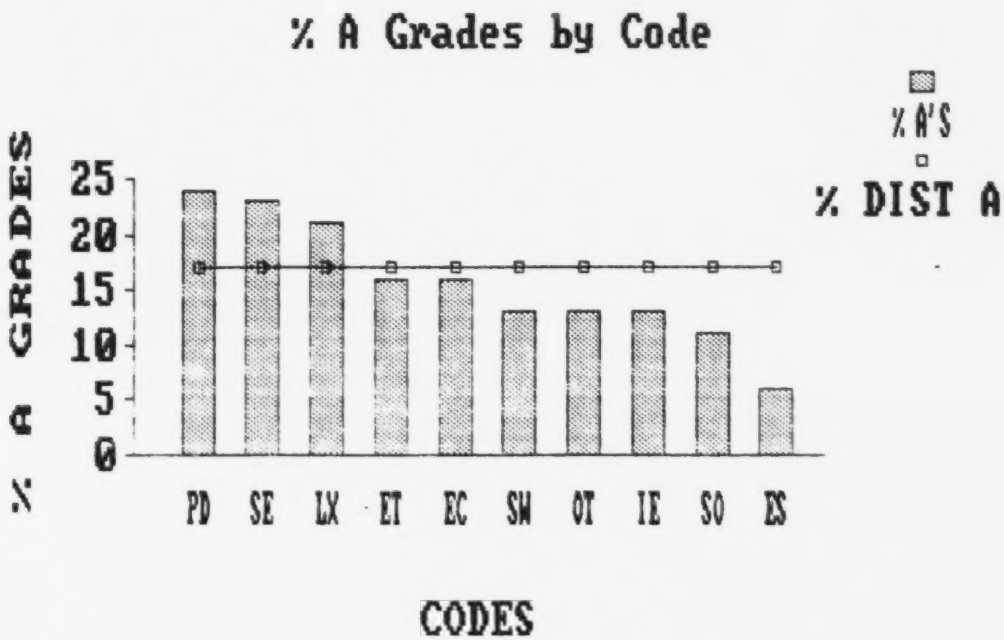
When students were less well organized with documentation or had more "borderline or unusual" ways of demonstrating their having met a prerequisite, they received an SW or SO code and were less likely to succeed, at rates of 51% and 55%, respectively.

Errors associated with the use of the ES code need to be eliminated in order to assess the meaning of this 50% success rate.

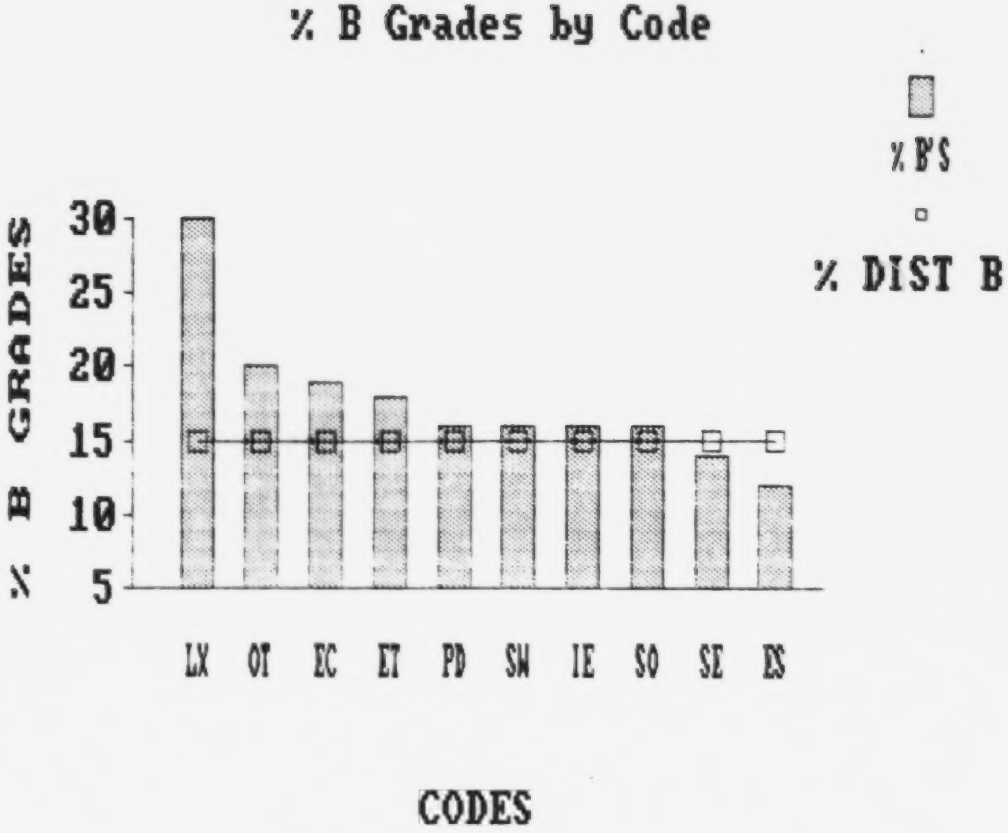
III. A and B Grades by Override Code

A. Students who enter a course with an override code often want to be able to achieve top grades. The following graphs, using data from Table 1, indicate the percentage of A and B grades received for each override code. The flat line indicates that the students who met all course and basic skills prerequisites had 17% A grades and 15% B grades on their respective graphs.

GRAPH 2



GRAPH 3


% B Grades by Code
% B's
% DIST B
% B GRADES
30
25
20
15
10
5
LX
OT
EC
ET
PD
SW
IE
SO
SE
ES
CODES

B. Comments

Students who had demonstrated or documented previous success in school (PD, ET, EC) or on the job in related areas (LX) were more apt to receive A and B grades than students who met prerequisites within the district. The 21% A grades and 30% B grades (compared to 17% and 15% for students who met prerequisites) by LX students were quite noteworthy, especially when compared to the 17% A grades and 15% B grades achieved by students who met prerequisites. Students who met prerequisites had 23% CR grades while LX students had 5%. If one considers that some of the students who received CR grades might have received A grades, the difference is somewhat narrower.

SE or System Error codes should indicate that the student had a record of meeting the prerequisites for a course but the computer did not pick it up. These students received a higher percentage of A grades than students who met prerequisites.

Students given an SW (student word) or SO (some other reason) or IE (instructor evaluation) were less apt to receive A grades (11-13%) than students who met prerequisites by passing courses and/or placing high enough on placement tests (17%).

The ES code resulted in the fewest A grades, at 6%.

IV. Success Rates by Override Code and by Counselor

A. Table 2 indicates the percentage of students succeeding for each override code and for each counselor (C1 = counselor #1 through C45 = counselor #45).

TABLE 2

Success Rates by Override Code and by Counselor

Counselor

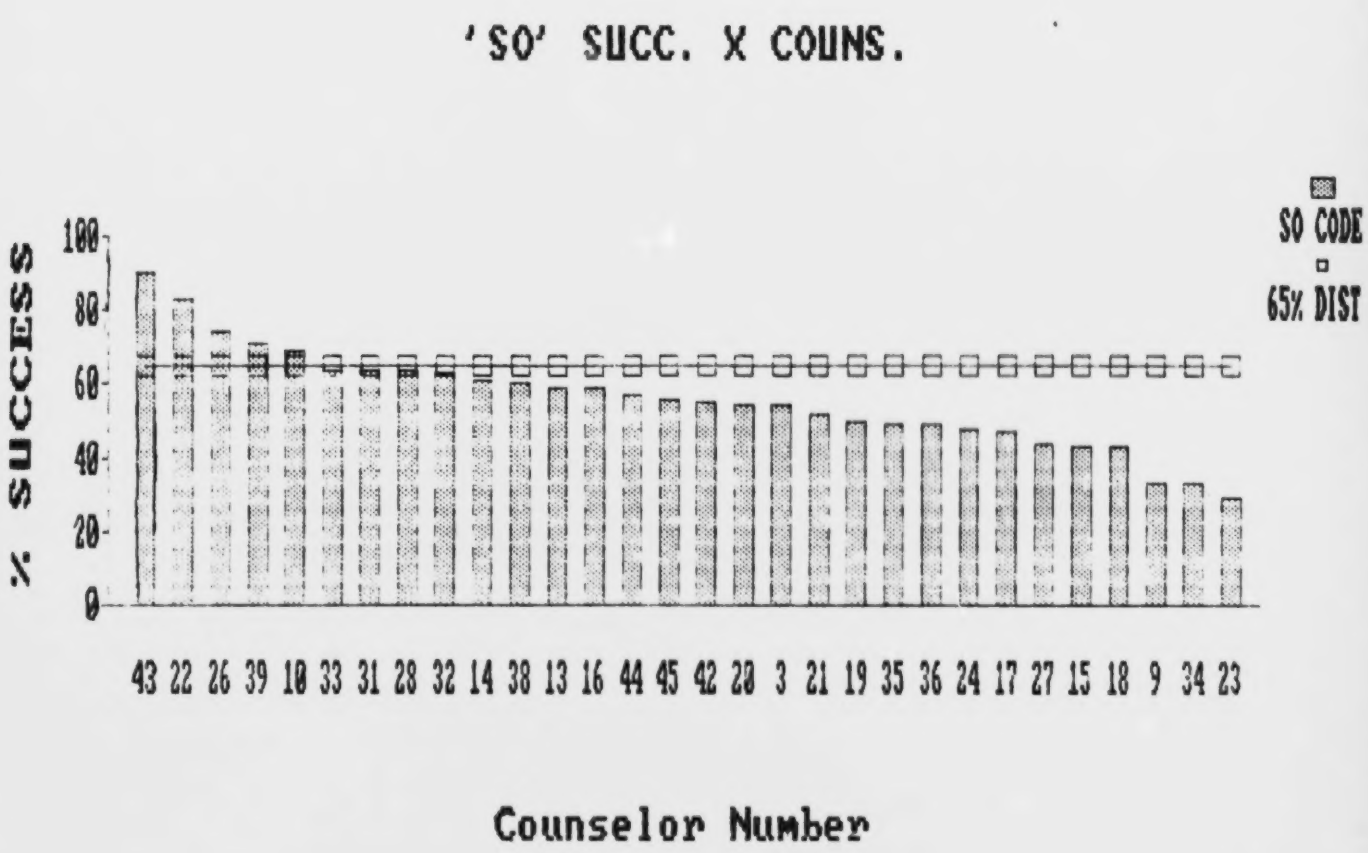
Code	C1	C2	C3	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22
EC :	0%	42%	60%	0%	0%	0%	67%	25%	0%	0%	0%	100%	69%	73%	33%	60%	78%	0%	64%	50%	79%
EP :	0%	0%	40%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ER :	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ES :	0%	0%	0%	0%	0%	0%	0%	100%	71%	0%	0%	48%	33%	54%	50%	54%	67%	70%	42%	0%	83%
ET :	100%	53%	59%	67%	0%	0%	100%	64%	50%	0%	0%	67%	67%	63%	83%	56%	41%	60%	68%	63%	57%
IE :	0%	82%	65%	0%	100%	0%	60%	100%	71%	57%	0%	52%	54%	57%	45%	45%	48%	0%	64%	0%	71%
LX :	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	33%	0%	0%	33%	100%	0%	0%	67%	0%	0%
OT :	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	100%	0%	0%	0%	0%	0%	0%	0%
PD :	0%	0%	67%	0%	0%	0%	50%	50%	0%	0%	0%	0%	0%	50%	33%	0%	100%	33%	50%	0%	0%
SE :	0%	0%	33%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%	67%
SM :	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
SO :	0%	50%	54%	0%	0%	0%	100%	33%	69%	25%	0%	59%	61%	43%	59%	47%	43%	50%	54%	52%	83%
SW :	0%	0%	33%	0%	0%	0%	57%	67%	60%	0%	100%	56%	40%	45%	25%	38%	67%	75%	63%	100%	40%
T	50%	46%	51%	33%	33%	0%	60%	53%	64%	61%	100%	54%	61%	59%	51%	53%	51%	44%	58%	52%	66%

Counselor

Code	C23	C24	C25	C26	C27	C28	C29	C31	C32	C33	C34	C35	C36	C37	C38	C39	C40	C42	C43	C44	C45
EC :	0%	50%	0%	56%	60%	40%	0%	76%	59%	100%	0%	58%	67%	0%	57%	0%	0%	0%	25%	60%	72%
EP :	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
ER :	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	67%	0%	0%	0%	0%	0%	0%
ES :	0%	38%	0%	67%	0%	0%	0%	20%	0%	0%	0%	64%	100%	0%	68%	0%	0%	0%	39%	57%	0%
ET :	66%	55%	0%	73%	57%	77%	0%	50%	52%	73%	48%	73%	56%	0%	70%	42%	0%	33%	25%	57%	68%
IE :	0%	78%	100%	64%	58%	57%	0%	64%	69%	100%	0%	68%	55%	0%	64%	50%	63%	40%	50%	62%	51%
LX :	0%	0%	0%	100%	0%	0%	0%	86%	50%	50%	0%	67%	0%	0%	74%	0%	92%	0%	0%	50%	50%
OT :	0%	0%	0%	0%	0%	40%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
PD :	0%	50%	0%	0%	0%	100%	100%	57%	0%	0%	0%	0%	0%	0%	62%	0%	0%	0%	0%	100%	67%
SE :	0%	64%	0%	0%	0%	0%	0%	100%	0%	0%	0%	55%	0%	0%	75%	0%	0%	67%	0%	43%	0%
SM :	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
SO :	29%	48%	0%	74%	44%	64%	100%	64%	63%	64%	33%	49%	49%	0%	60%	71%	0%	55%	90%	57%	56%
SW :	0%	49%	0%	67%	50%	50%	0%	60%	0%	100%	45%	48%	44%	50%	59%	100%	0%	18%	80%	37%	57%
T	64%	50%	50%	64%	49%	59%	60%	64%	55%	66%	41%	57%	53%	50%	63%	51%	81%	48%	52%	53%	58%

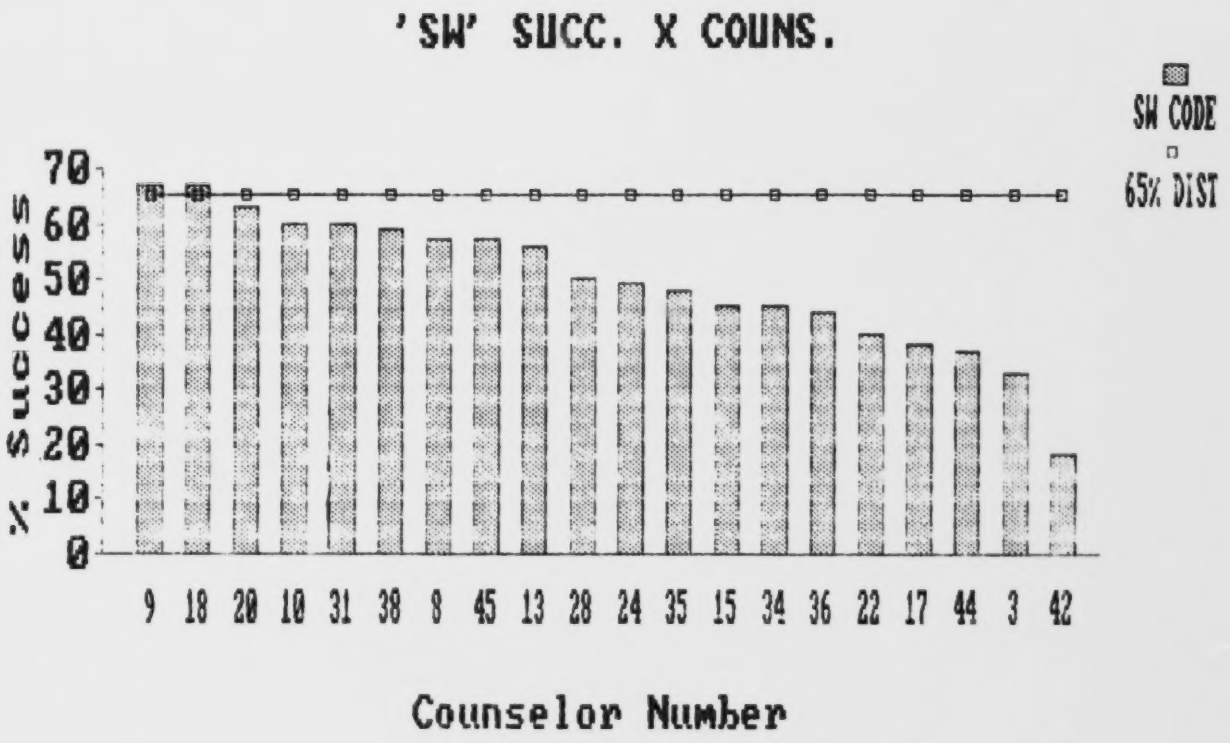
B. Graph 4 plots the success rates for students receiving 'SO' codes, broken down by counselor. Counselors who did not use the code more than 5 times were not included.

GRAPH 4



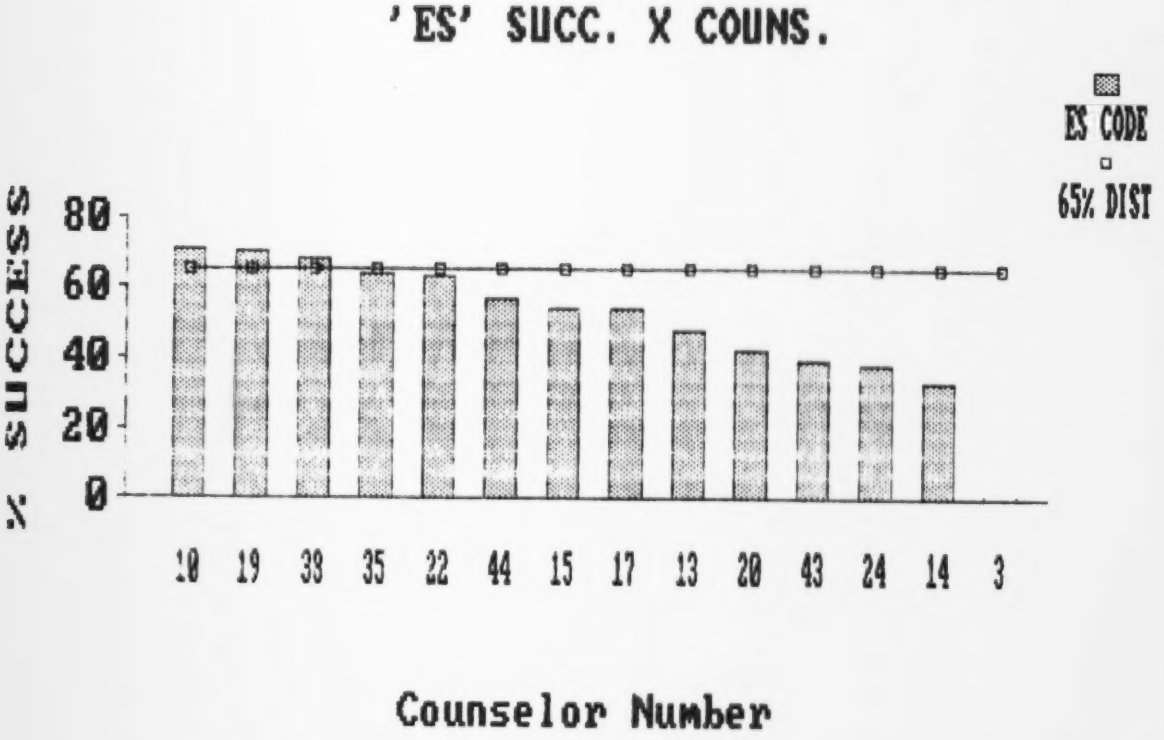
C. Graph 5 plots the success rates for students receiving 'SW' codes, broken down by counselor. Counselors who did not use the code more than 5 times were not included.

GRAPH 5



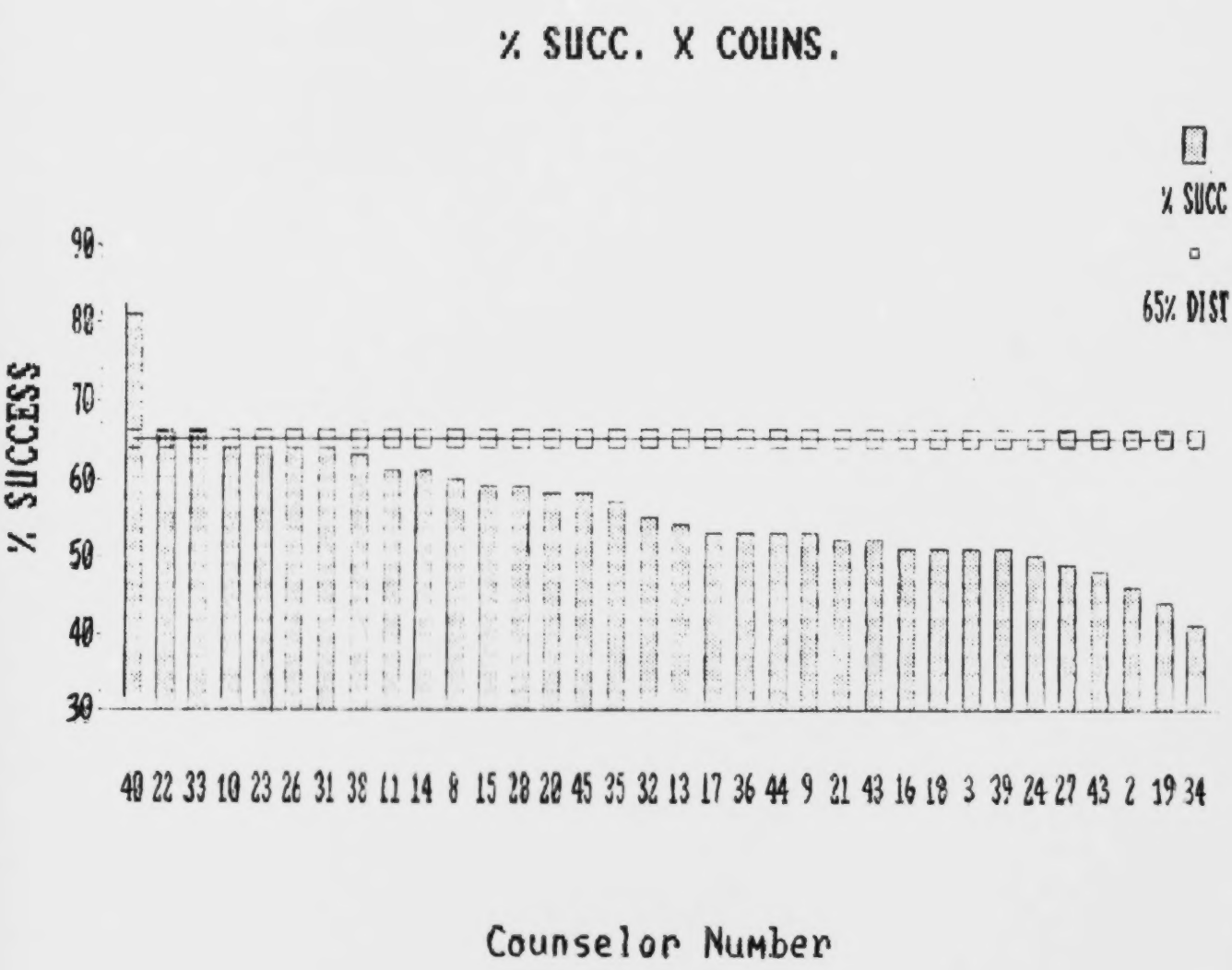
D. Graph 6 plots the success rates for students receiving 'ES' codes, broken down by counselor. Counselors who did not use the code more than 5 times were not included.

GRAPH 6



E. Graph 7 plots the <u>overall</u> <u>success</u> rates for students receiving override codes, broken down <u>by</u> <u>counselor</u>. Counselors who did not use codes more than 5 times were not included.

GRAPH 7



F. Comments

ES Code: The range of success for counselors using ES (an existing test score was seen that should allow the student to qualify for the course) was from (0%, 33% and 38%) to (68%, 70% and 71%).

---Three of 14 counselors (21%) achieved a higher success rate than the 65% rate for students meeting all prerequisites.

---Five of 14 counselors (36%) achieved a rate at or above 60%.

---Six of 14 counselors (43%) achieved a rate below 50%.

The use of this code relies on a solid knowledge of prerequisites and a solid interpretation of test scores. It has consistently had the greatest confusion of any code used. Inservice training in this area will be important.

SO code: The range of success for counselors using the SO code (the student meets a prerequisite for some other reason) was from (29%, 33% and 33%) to (74%, 83% and 90%).

---Five of 30 counselors (17%) had higher success rates than the students who met all prerequisites.

---Eleven of 30 counselors (37%) were at or above 60%.

---Ten of 30 counselors (33%) achieved a rate below 50%.

It is clear that a careful examination of the reasons why a student may meet a prerequisite not included in the computer's information files or program can result in success rates higher than for students who meet all prerequisites for their courses.

SW code: The range of success for counselors using the SW code (student word that they had the equivalent of a prerequisite course elsewhere) was from (18%, 33% and 37%) to (63%, 67% and 67%).

---Only two counselors of 20 (10%) had success rates higher than the 65% rate of students who met prerequisites.

---Five of 20 counselors (25%) were at or above 60%.

---Ten of the 20 counselors (50%) using more than five SW codes had success rates below 50%.

A student's word is not particularly a good predictor of success. Yet some counselors have developed internal guidelines that enable them to achieve high levels of success with the SW code.

Overall Success Rate: The overall success rate of counselors ranged from (41%, 44% and 46%) to (66%, 66% and 81%). The 81% was by an administrator using strictly Life Experience overrides.

---In three of 34 cases (9%), the overall success rate of a counselor exceeded the 65% success rate of students who had met all prerequisites.

---Eleven of 34 (32%) with more than five codes were at or above 60% overall.

---Five of 34 (15%) overall success rates were below 50%; 29 of 34 (85%) were at or above 50%.

V. Summary

How does counselor judgment as a means of assessment relate to student success? Counselors work with an infinite variety of information combinations, including test scores, previous college coursework in and outside of the district, previous degree status, high school grades, work experience, appearance, ability to articulate, vocabulary level, student's word about educational accomplishments, survey information, college grades, home situation, number of hours of work, personal support systems, apparent motivation, clarity of student goal, and so on. Every student brings a different configuration and combination of the above kinds of information. Counselors are faced with the extraordinary task of taking each new combination of information, weighting the information, and making a unique judgment about the chances of success for each student. This judgment must then be combined with a discussion with the student to arrive at a decision about what, in fact, to do. Student variables then get mixed with counselor judgment. This study looked at the success rate of this process in comparison to the success rate of all students in the district who met all course and basic skills prerequisites. Counselor judgment resulting in the use of override codes is often exercised in adverse circumstances, including off-campus sites, short appointment times, long lines, and inadequate information from the student.

The most consistent predictor of success in courses, at 65%, was completion of course and basic skills prerequisites. Basic skills prerequisites in this study were met either by completion of basic skills courses or by an appropriate test score. Sixty-five percent (65%) of these students were successful.

Life experience, in related work areas and documented completion of previous coursework or degrees, seems to be the next most reliable way of predicting success. When these variables were analyzed by counselors and faculty, their success rates were:

Life Experience	67%
Existing Coursework	60%
Existing Transcript	60%
Previous Degree	59%

When unique combinations of information had to be combined to establish some other reason that a student met a prerequisite (and, therefore, should be allowed in a class), the success rate for all counselors was:

Some Other Reason	55%

When a student's undocumented word about previous coursework was taken, the success rate dropped to:

Student's Word	51%

An Existing Test score code that will potentially provide useful information about test scores in relationship to success is currently an area of confusion that has resulted in:

Existing Score	50%

An Old Davis Reading Test Speed score resulted in a success rate of 67%. The low N of 15 and the fact that the student was likely to have had some previous courses in the district makes this student somewhat different from students who are new to the campus. However, it does suggest that test scores can be related to high success.

A most significant finding of this report is that counselor judgment, at its best, can relate to success at higher rates than the rate of success (65%) for those who meet all the prerequisites for a course. Three counselors of 34 (9%) were above 65%.

One administrator, who dealt only with Life Experience in relationship to vocational courses, achieved an 81% success rate for 21 students.

Another counselor, relying heavily on instructor's evaluation, previous course grades, and his personal knowledge as an instructor of ESL, achieved a 66% success rate with 100 students.

A third counselor, rigorously evaluating a student's background and District coursework and adhering carefully to prerequisites, achieved a 66% success rate with 77 students.

Eleven other counselors out of 34 (32%), who gave 2193 override codes to a broad range of new and continuing students, achieved success rates at or above 60%.

On the other hand, five of the 34 counselors (15%) had success rates below 50%.

The overall counselor success rate for students who were given codes was 57%. Again, counselor judgment is exercised along with student judgment and it is the result of this interchange that results in the override code given. It is evident that one cannot generalize about the effectiveness of counselor assessment. The judgment and counseling skills in relationship to students are exercised more effectively by some than others.

The complexity of the decision making dealing with an incredible range of variables in differing combinations for each student can never be encompassed effectively by a test or tests.

However, counselors who strictly enforce prerequisites, use a careful evaluation of relevant life experience, and rely on documented evidence of previous coursework can achieve levels of success as high or higher than that of students who meet all prerequisites within the district.

It should be kept in mind that a success rate of 57% achieved by counselors is as good or better than most success rates typically reported by placement tests in relationship to course success. This is especially noteworthy when one realizes that counselor assessment is often done in uncontrolled and adverse circumstances, with very short amounts of time (often 5-10 minutes) to make the assessment. On the other hand, students who receive overrides often have previous degrees, other college coursework, and are probably a much different group of students than those who enter college and take placement tests. Clear inferences from the data are, therefore, not possible.

The next step in this situation is clear. The counselors who have the highest success rates need to articulate, share, and teach their colleagues "how they do it." Hopefully, their role as teacher will be as effective as their role as counselor. It is recognized, however, that many highly complex intuitive and interpersonal skills are difficult to "pass on". After providing inservice training by the counselors with the high success rates, subsequent research will be needed to measure the results.

All in all, there is great potential for the role of counselors in the assessment process.

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